

**NOTICE OF MEETING**  
There will be a meeting of the  
**PROGRAM DEVELOPMENT COMMITTEE (PDC)**  
**E-MEETING**  
**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of Meeting of January 17, 2022**
- 3 Business Arising from the Minutes**
- 4 Outstanding Business**

**Item for Approval**

- 5 Reports/New Business**
  - \*5.1 Concurrent General Bachelor of Arts (Drama)/Bachelor of Education** **Tina Pugliese**  
PDC220215-5.1
  - \*5.2 Bachelor of Fine Arts in Visual Arts – Minor Program Change (Form C)** **Bruce Kotowich**  
PDC220215-5.2
  - \*5.3 Honours Biochemistry and Biomedical Science (Health Stream) and Honours Biomedical Science – Minor Program Change (Form C)** **Chris Houser**  
PDC220215-5.3
  - \*5.4 Honours Behaviour, Cognition, Neuroscience – Minor Program Change (Form C)** **Barbara Zielinski**  
PDC220215-5.4
  - \*5.5 Minor in Social Justice and Name Change – Minor Program Change (Form C)** **Jill Singleton-Jackson**  
PDC220215-5.5
  - \*5.6 Minor in Indigenous Studies – Minor Program Changes (Form C)** **Jill Singleton-Jackson**  
PDC220215-5.6
  - \*5.7 Minor in Indigenous Legal Studies – Minor Program Changes (Form C)** **Beverly Jacobs**  
PDC220215-5.7

**Items for Information**

- \*5.8 Communication, Media and Film - Summary of Minor Course and Calendar Changes (Form E)** **Johanna Frank**  
PDC220215-5.8
- \*5.9 Social Work -Course Learning Outcomes** **Robin Wright**  
PDC220215-5.9
- \*5.10 Economics - Course Learning Outcomes** **Sang-Chul Suh**  
PDC220215-5.10
- \*5.11 Kinesiology (Graduate) Course Learning Outcome** **Kevin Milne**  
PDC220215-5.11

**University of Windsor  
Program Development Committee**

**\*5.1 Concurrent General Bachelor of Arts (Drama)/Bachelor of Education – Minor Program Change (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements Concurrent General Bachelor of Arts (Drama)/Bachelor of Education be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the School of Dramatic Art and the Faculty of Arts, Humanities Science Coordinating Council.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Concurrent General Bachelor of Arts (Drama)/Bachelor of Education</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>School of Dramatic Art</b>
<b>FACULTY(IES):</b>	<b>FAHSS</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: 00-100, ~~00-101~~, 00-110, 00-210, 00-310, 00-410, plus three additional courses at the **300-level or** 400-level.*

General Bachelor of Arts in Drama

Total course equivalents: Thirty

All Students are required to complete the requirements of the Education program, in addition to the following requirements of the Bachelor of Drama (General) degree program:

- (a) DRAM-1000, DRAM-2000, DRAM-1600, DRAM-1610, DRAM-2600, DRAM-2610 DRAM-2770, DRAM-2840, DRAM-3600, DRAM-2250, DRAM-2350, plus two from the following: DRAM-3710, DRAM-3780, DRAM-4700, DRAM-4710; two from the following: DRAM-1300, DRAM-2300, DRAM-3350, DRAM-3330; two from the following: DRAM-2110, DRAM-2130, **DRAM-2170, DRAM-2500, DRAM-3170**, DRAM-3190, DRAM-2150, DRAM-3150;
- (b) GART-1500, and GART-1510
- (c) 8 courses from any area of study excluding Drama
- (d) ~~5~~**3** courses from anywhere including Drama.

*Courses used to calculate the Drama major average are:* courses listed under requirement (a), and any courses taken in the major area(s) of study.

*Bachelor of Education*

Total course equivalents: Twenty

All students are required to complete the requirements of the Bachelor of Arts: Drama degree program (General), in addition to the following Education courses: EDUC-1199, EDUC-2299, EDUC-3399, EDUC-5201 (1.5), EDUC-5202 (1.5), EDUC-5203 (3.0), EDUC-5204 (3.0), EDUC-5206 (1.5), EDUC-5207 (3.0), EDUC-5208 (1.5), EDUC-5209 (1.5), EDUC-5210 (1.5), EDUC-5231 (1.5), EDUC-5331 (1.5), EDUC-5332 (3.0) EDUC-5333 (1.5), EDUC-5334 (1.5), EDUC-5335 (1.5), EDUC-5336 (1.5), EDUC-5337 (1.5), EDUC-5338 (1.5), EDUC-5339 (1.5), EDUC-5431 (1.5), EDUC-5379, (6.0) plus one additional teachable course selected from EDUC-5356 (6.0), EDUC-5358 (6.0), EDUC-5369 (6.0), EDUC-5362 (6.0), EDUC-5367 (6.0), EDUC-5368 (6.0), EDUC-5352 (6.0), EDUC-5377 (6.0); and, EDUC-5499 (12.0) Students planning on teaching in the Roman Catholic School Board must also take EDUC-5200 (1.5).

## A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

## B. RATIONALE

*Please provide a rationale for the proposed change(s).*

This corrects an oversight in the Concurrent Program. The three courses added are curriculum courses in Production and Design that should be available options in the program.

### B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

All students in the School of Dramatic Art are exposed to the contributions of Indigenous performers, directors, designers, playwrights, authors, scholars and theatre companies through various courses in the curriculum. Course content also includes discussion of cultural appropriation vs. cultural appreciation. In addition, students in studio-based courses are encouraged to investigate Indigenous artists and scholars for class assignments. Finally, students are provided a link to the Playwrights Canada Press (PCP) website

(<https://www.playwrightscanadapress.comSubjects>) under the Resources section of the School's website and on course outlines the PCP website contains a dedicated link listing the plays of First Nations and Metis playwrights. Many of these titles are available on the Drama Online website free of charge (<http://led.uwindsor.ca/drama>) or in print or e-book versions through the Leddy Library:

[https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON\\_UW/74r0r0/alma99882920702181](https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON_UW/74r0r0/alma99882920702181). New plays are added to this resource on an annual basis.

## C. RESOURCES

### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

These courses are in the regular rotation of department faculty.

#### C.1.1 Faculty Expertise in Support of the Revised Program

*Provide an assessment of faculty expertise available and committed to actively support the revised program. Please do not name specific individuals.*

N/A

#### C.1.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

This will reduce reliance on adjunct and sessional faculty.

### C.1.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

### C.1.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

### C.2 Other Available Resources (Ministry sections 3 and 4)

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

This change will reduce resource requirements.

### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

- existing courses,
  - equipment or facilities outside the proposer's control,
  - external resources requiring maintenance or upgrading using external resources
- Provide relevant details.*

N/A

### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/A

### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

This change facilitates course rotation and reduces need for sessionals.

### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

**University of Windsor  
Program Development Committee**

**\*5.2 Bachelor of Fine Arts in Visual Arts – Minor Program Change (Form C)**

Item for: **Approval**

**MOTION:** That the degree requirements Bachelor of Fine Arts in Visual Arts be changed in accordance with the program/course change forms.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by SoCA and the Faculty of Arts, Humanities Science Coordinating Council.
- *See attached.*

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Fine Arts in Visual Arts
DEPARTMENT(S)/SCHOOL(S):	School of Creative Arts
FACULTY(IES):	FAHSS

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

Example:

Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

### Degree Requirements

Total courses: forty.

(a) twenty courses (66 course credits) as follows: VSAR-1050, VSAR-1060, VSAR-1070, VSAR-1080; one of VSAR-3830 or VSAR-3840; VSAR-4800 (6.0 credits), VSAR-4810 (6.0 credits), VSAR-4900 and VSAR-4910; plus at least three 2000-level courses in three other separate areas; five additional 3000-level courses in at least three separate areas; and three additional studio courses at the 2000 or 3000 level (courses beginning either with a VSAR- or a FILM). Media Art Histories/Visual Culture: eight courses (24 course credits) as follows: MACS-1500, MACS-2140, MACS-2150 and MACS-3450 **OR MACS-3550** (MACS-3450 **or 3550** must be taken before entry into year four), plus four more media art histories/visual culture courses, one of which has to be at the 4000-level.

(b) two courses from Social Sciences, Humanities or Arts (excluding Visual Arts);

(c) two courses from Languages or Science;

(d) two courses from any area of study, including Visual Arts.

(e) GART-1500, GART-1510;

(f) two courses from any area of study, including Visual Arts.

Courses used to calculate the major average are: courses listed under requirement (a) and any courses taken in the major area(s) of study. Students must maintain a 76% major average in order to enroll in advanced courses: VSAR-4800; VSAR-4810; VSAR-4900; VSAR-4910 in year 4. Students whose average drops below this average can:

(a) be allowed to continue in the BFA program on a conditional basis, subject to re-evaluation;

(b) be allowed to transfer to the general Bachelor of Arts-Visual Arts program.

Consult a program advisor in Visual Arts for details regarding portfolio requirements and procedures.

## A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.



Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.

N/A

## B. RATIONALE

Please provide a rationale for the proposed change(s).

Providing this option will allow us to rotate our courses more effectively and give students more flexibility in their course selection. There are no additional resources required.

### B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

This course provides an opportunity for students to learn about contemporary curatorial practices, including collaboration with Indigenous artists and curators. By giving students practical experience with curating, they learn about the processes involved in selecting or rejecting artworks for exhibition. This course offers students an opportunity to learn how bias can play a role in curation, and provide them with approaches that are more inclusive.

## C. RESOURCES

### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

One faculty member currently teaches this course. By making this course into a requirement, we will be able to offer it more frequently since it will be counting towards their degree program.

#### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

This course does not rely on part-time or contract instructors.

#### C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

#### C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

### C.2 Other Available Resources (Ministry sections 3 and 4)

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

The course is already in our rotation and does not require additional resources.

### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

- existing courses,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

*Provide relevant details.*

There are no implications to other programs.

### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

No new resources are required.

**C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)**

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

This will relieve the pressure of offering MACS 3450 each year. By rotating between MACS 3450 and MACS 3550, students will be able to meet program requirements more easily.

**C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

*If not applicable, write n/a.*

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

*If not applicable, write n/a.*

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a

**University of Windsor  
Program Development Committee**

**\*5.3: Honours Biochemistry and Biomedical Science (Health Stream) and Honours Biomedical Science – Minor Program Change (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements Honours Biochemistry and Biomedical Science (Health Stream) and Honours Biomedical Science be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Integrative Biology, Department of Biomedical Sciences, and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council).
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Honours Biomedical Science Honours Biochemistry and Biomedical Science (Health Stream)
<b>DEPARTMENT(S)/SCHOOL(S):</b>	Biomedical Sciences
<b>FACULTY(IES):</b>	Science

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2022
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### A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

#### Honours Biochemistry and Biomedical Science (Health Stream)

##### Degree Requirements:

(a) twenty courses including BIOL-1101, BIOL-1111, BIOM-2021, BIOL-2040, BIOL-2050, BIOL-2111, BIOM-2131, BIOL-2071, BIOL-2480, BIOM-3500 or BIOM-3530, BIOL/BIOC-3581(6.0 credits), CHEM-1100, CHEM-1110, CHEM-2200, CHEM-2300, CHEM-2310, BIOC-2010, BIOC-3100, BIOC-3130.

(b) six courses from the following: BIOM-3550, BIOM-3070\*, BIOC-3110, BIOC-3310, BIOC-3030, BIOM-3500, BIOM-3071\*, BIOM-3530, BIOL-3571, CHEM-2400, CHEM-3210, CHEM-3310, CHEM-3300, BIOM-4440, BIOL-4481, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4590, BIOL-4904\*\*, BIOM-3400, BIOM-3560, BIOM-3750, BIOM-3540, BIOM-4510, BIOM-4008, **BIOM-4904\*\***, CHEM-4900\*\*, BIOC-4010, BIOC-4030, BIOC-4050, BIOC-4020, CHEM-4308, CHEM-4520, CHEM-4680, PHYS-3700, of which at least two must be at the 4000 level.

(c) five science courses, including: PHYS-1400, PHYS-1410, MATH-1720, MATH-1730, STAT-2910;

(d) four courses from Arts/Languages or Social Sciences, with at least one from each;

(e) five courses from any area of study, and CHEM-4007 is recommended.

\* Note that BIOM-3070 and BIOM-3071 are antirequisites.

\*\* Undergraduate research courses are taken both in Fall and Winter (as two courses). Only students who have maintained a major average of 70% and a cumulative average of 60% will be considered for enrolment in **BIOM-4904 and** BIOL-4904. Similarly, students who have maintained a major average of 70% and a cumulative average of 70% will be considered for enrolment in CHEM-4900. Registration in BIOL-4904 and CHEM-4900 is competitive and requires the consent of the appropriate Head of Department.

Courses used to calculate the major average are: courses listed under requirement (a), and any courses

taken in the major area(s) of study.

Students considering application to some Pharmacy schools are advised to take CHEM-2400.

Students planning to write the MCAT may wish to take PSYC-1150 and PSYC-1160 as Social Science courses.

Qualified students who find a supervisor may complete a thesis option (**BIOM-4904**, BIOL-4904 or CHEM-4900) as part of their degree program.

Students considering applying to professional schools are advised to look at individual admission requirements for programs of interest when choosing courses. Regular (annual) academic advising is strongly recommended for all students in this program.

## Honours Biomedical Science

Degree Requirements:

Total courses: 40

(a) BIOL-1101, BIOL-1111, BIOL-2111, BIOL-2040, BIOL-2071, BIOM-2131, BIOM-3500, BIOM-3530.

(b) Eight courses from: BIOM-2021, BIOL-2480\*, BIOM-3070 or BIOM-3071, BIOM-3400, BIOM-3540, BIOM-3550, BIOM-3560, BIOM-3581\*\*, BIOM-3750, BIOM-4008, BIOM-4440\*, BIOM-4510, BIOM-4530, BIOM-4540, BIOM-4550, BIOM-4560, BIOM-4590, BIOM-4904\*\*, BIOL-4450\*, BIOL-4481\*, **BIOL-4904\*\***, **CHEM-4900\*\***

(c) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010, BIOC-3100, BIOC-3110, BIOC-3130.

(d) MATH-1720 (or MATH-1760)\*\*\*, STAT-2910, and one pair of both PHYS-1400 and PHYS-1410 or both PHYS-1300 (or PHYS-1400) and PHYS-1310

(e) Three courses from: BIOL-2050, BIOL-3022, BIOL-3142, BIOL-3571, CHEM-2200, CHEM-2310, CHEM-2500, CHEM-3210, BIOC-4010, BIOC-4030, BIOC-4050, PHYS-3700.

(f) Six courses from any Science area.

(g) Four courses from any area of study. (Recommended: at least one Arts course and one Social Science course).

Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area of study.

### Recommended Course Sequence

First Year: ten courses, including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, MATH-1720 (or MATH-1760)\*\*\*, PHYS-1300 or PHYS-1400, PHYS-1310 or PHYS-1410, and STAT-2910.

Second Year: ten courses, including BIOL-2040, BIOL-2071, BIOL-2111, BIOM-2131, CHEM-2300, and BIOC-2010.

Third Year: ten courses, including BIOM-3500, BIOM-3530, BIOC-3100, BIOC-3110, and BIOC-3130.

Fourth Year: ten courses.

\*BIOM-4440, BIOL-4450, and BIOL-4481 require the pre-requisite BIOL-2480.

\*\*BIOM-3581 and BIOM-4904, **BIOL-4904 and CHEM-4900** are 6 credit, 2 semester courses. Only students who have maintained a

major average of 70% and a cumulative average of 60% will be considered for enrolment in BIOM-4904. Registration in BIOM-4904 is competitive and requires the consent of the Head of Department.

\*\*\*It is recommended that students also take MATH-1730, particularly those students interested in PHYS-1410.

## A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by*

cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.

N/A

## B. RATIONALE

Please provide a rationale for the proposed change(s).

Honours Biochemistry and Biomedical Science (Health Stream): BIOM-4904 is the Biomedical Sciences honours thesis course. It is a 6-credit, 2-semester course that is equivalent to the Chem/Biochem and Integrative Biology thesis courses (CHEM-4900 and BIOL-4904). With this change, students in the Honours Biochemistry and Biomedical Science (Health Stream) are now able to take their thesis with a supervisor from any of these three departments.

Honours Biomedical Science: The Department of Biomedical Sciences has approved adding BIOL-4904 and CHEM-4900 to the list of optional courses for Honours Biomedical Sciences. These two courses are 6-credit, 2-semester honours thesis courses, and are similar to BIOM-4904. This change will give students more flexibility in that they will be able to complete an honours thesis with a supervisor from Biomedical Sciences, Chemistry or Integrative Biology.

### B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum? Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

Course instructors will regularly review and revise course content with the aim of identifying and incorporating material that has specific relevance to Indigenous communities. As research/thesis courses, this will vary based on the specific research focus.

## **C. RESOURCES**

### **C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

N/A

#### **C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

N/A

#### **C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

#### **C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

### **C.2 Other Available Resources (Ministry sections 3 and 4)**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

N/A

### **C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)**

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources  
Provide relevant details.*

N/A

### **C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/A

### **C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)**



*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

N/A

#### **C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

#### **C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

**University of Windsor  
Program Development Committee**

**\*5.4 Honours Behaviour, Cognition, Neuroscience – Minor Program Change (Form C)**

Item for: **Approval**

**MOTION: That the degree requirements Honours Behaviour, Cognition, Neuroscience (with or without thesis) be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Integrative Biology, Department of Biomedical Sciences and the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council). The Department of Psychology has been consulted.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Honours Behaviour, Cognition, Neuroscience</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Integrative Biology, Biomedical Sciences, Psychology</b>
<b>FACULTY(IES):</b>	<b>Science, FAHSS</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

### BSc Honours in Behaviour, Cognition and Neuroscience (**without thesis**)

#### Degree Requirements

Total courses: forty.

- (a) Biological Sciences: BIOL-1101, BIOL-1111, BIOL-2040, BIOL-2101, BIOL-2111, BIOM-2131, BIOL-2480, BIOL-3142, BIOL-4450, and BIOL-4481; plus one additional biology (BIOL- and BIOM-) course.
- (b) Psychology: PSYC-1150, PSYC-1160, PSYC-2230, PSYC-2560, PSYC-3130, PSYC-3220 (or PSYC-3230), PSYC-3350, PSYC-3530, PSYC-3580 and one of PSYC-3370, PSYC-4230, or PSYC-4570.
- (c) Biological Sciences or Psychology: BIOL-3230 or PSYC-3550; BIOL-3022 (or PSYC-2300); ~~and an honours thesis in the area of behavioural or cognitive neuroscience chosen from BIOL-4904, or PSYC-4960 and PSYC-4970, or CHEM-4900, or KINE-4780.~~
- (d) STAT-2910 or SOSC-2500;
- (e) one pair of both PHYS-1300 and PHYS-1310, or both PHYS-1400 and PHYS-1410, or both COMP-1047 (or COMP-2067) and COMP-2057, or both ESCI-1100 and ESCI-1111, or both ESCI-1120 and ESCI-1130
- (f) CHEM-1100, CHEM-1110, CHEM-2300, BIOC-2010;
- (g) two courses from Arts and Social Sciences excluding Psychology;
- (h) ~~four~~ **six** courses at 3000-level or above in Biology, Chemistry, Psychology, or Kinesiology;
- (i) two courses from any area of study MATH-1720 (or MATH-1760) is recommended).

Non-credit course: Colloquia and Seminars in Current Behaviour, Cognitive and Neuroscience Research: bi-weekly presentations of recent research by investigators within the university and from other universities and research institutions. Attendance by key faculty members and all students is expected. A notation will be added to the student's transcript upon successful completion of the course.

#### Recommended Course Sequence

First Year: ten courses, including BIOL-1101, BIOL-1111, CHEM-1100, CHEM-1110, PSYC-1150, PSYC-1160, SOSC-2500 or STAT-2910; at least one pair of both PHYS-1300 and PHYS-1310, or both PHYS-1400 and PHYS-1410 or both COMP-1047 (COMP-2067) and COMP-2057, or both ESCI-1100 and ESCI-1111, or both ESCI-1120 and ESCI-1130, and one additional course (MATH-1720 (or MATH-1760) recommended).

Second Year: ten courses, including BIOL-2040, BIOL-2101, BIOL-2111, BIOM-2131, BIOL-2480, PSYC-2230, PSYC-2300, CHEM-2300 and BIOC-2010.

Third Year: ten courses, including PSYC-2560, BIOL-3142, BIOL-3230 or PSYC-3550\*, PSYC-3130, PSYC-3530, and PSYC-3580

Fourth Year: ten courses: including PSYC-3220 (or PSYC-3230), PSYC-3350, BIOL-4481, one of PSYC3370, PSYC-4230, or PSYC-4570, ~~BIOL-4904 (or PSYC-4960 and PSYC-4970, or CHEM-4900, or KINE-4780)~~, and BIOL-4450.

\*BIOL-3230 or PSYC-3550 should be taken in third or fourth year.

Courses used to calculate the major average are: courses listed under requirements (a) to (c), and any courses taken in the major area(s) of study.

### **BSc Honours in Behaviour, Cognition and Neuroscience *with Thesis***

[...]

(c) Biological Sciences or Psychology: BIOL-3230 or PSYC-3550; BIOL-3022 (or PSYC-2300); and an honours thesis in the area of behavioural or cognitive neuroscience chosen from BIOL-4904, or **BIOM-4904** or PSYC4960 and PSYC-4970, or CHEM-4900, or KINE-4780.

#### **Recommended Course Sequence**

[...]

Fourth Year: ten courses: including PSYC-3220 (or PSYC-3230), PSYC-3350, BIOL-4481, one of PSYC3370, PSYC-4230, or PSYC-4570, BIOL-4904 (or **BIOM-4904** or PSYC-4960 and PSYC-4970, or CHEM-4900, or KINE-4780), and BIOL-4450.

[...]

### **A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS**

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

### **B. RATIONALE**

*Please provide a rationale for the proposed change(s).*

Since the Behaviour, Cognition and Neuroscience (BCN) program was established 20 years ago, with the goal of providing education for students who were interested in the fast growing field of neuroscience by combining components of a psychology degree and a biological sciences degree, student interest in this small program has greatly increased. With the requirement of a fourth year project in the areas of Behaviour, Cognition, and Neuroscience, there is a limit to the number of students who can be permitted entrance into the program (~30/academic year). Student feedback has indicated that not all BCN students are interested in completing an undergraduate thesis project so the addition of a BCN degree without thesis will offset the restriction in student numbers entering the program. Furthermore, for students who are interested in completing an undergraduate thesis project (restricted to those with a minimum major GPA = 70% and who have received approval from a faculty member willing to act as a supervisor), they will receive a BCN with Thesis degree. This aligns with the offering of both a Biological Sciences degree and Biological Sciences with Thesis degree offered by the Department of Integrative Biology. Therefore, all students will be accepted into the BCN program (without thesis) and then those students who are accepted by a faculty member supervisor for an undergraduate thesis project will transfer to the BCN with Thesis program. For those students presently in the BCN program (which requires an undergraduate thesis project), they will have the option of

completing an undergraduate thesis, if they are accepted into a research lab, or completing two 3000-level or above courses (as outlined in (h)). Therefore, the original program is not changing (it will now be referred to as the BSc Honours in Behaviour, Cognition and Neuroscience with Thesis) and an option not requiring an undergraduate thesis project is being added (the BSc Honours in Behaviour, Cognition and Neuroscience).

Note that there is an additional course option for the BCN with Thesis program (see (c)); students can complete the new BIOM-4904 Undergraduate Research in Biomedical Sciences I course rather than one of the other undergraduate thesis courses available.

### **B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

The Faculty of Science is looking to welcome an expert in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community into a role within the Integrative Biology Department to pursue community-based interests in research, teaching, and capacity development. With the help and support of this individual we hope to build and develop new and innovative initiatives to further indigenous-focussed research co-production and lifelong learning within the Department and across the Faculty of Science. In person in this role will support the creation of an indigenized space for Indigenous students, community members and allies to engage, learn and create. It is expected that courses will be offered relating to Indigenous Natural Science and ecology, natural resource management, conservation, and governance. The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor.

## **C. RESOURCES**

### **C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

Faculty involved in the BCN program are committed to supporting these program changes. Current BCN faculty members have expertise that are central to the subject area.

#### **C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

These program changes have no impact on the reliance on adjunct, limited-term, and sessional faculty.

#### **C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

#### **C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

### **C.2 Other Available Resources (Ministry sections 3 and 4)**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

The BCN program is a joint program between Integrative Biology, Biomedical Sciences, Psychology and consists of faculty members from Science, FAHSS, and Human Kinetics. The proposed change to this program is designed to streamline the degree program, providing more flexibility and choice to students. It requires no additional resources.

### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources. Provide relevant details.*

The proposed change requires no additional resources.

### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/A

### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

The change from the requirement of an Undergraduate Thesis project to an optional choice to complete a project will reduce the overwhelming pressure on BCN Faculty to accept fourth year BCN students into their labs. This will provide these faculty with greater freedom to choose the undergraduate students working in their labs.

### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	No change
<b>Staff:</b>	No change
<b>GA/TAs:</b>	No change

#### C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<b>Library Resources and Services:</b>	No change
<b>Teaching and Learning Support:</b>	No change
<b>Student Support Services:</b>	No change
<b>Space and Facilities:</b>	No change
<b>Equipment (and Maintenance):</b>	No change



University of Windsor  
Program Development Committee

\*5.5:      **Minor in Social Justice – Minor Program Change (Form C)**

Item for:   **Approval**

**MOTION 1:** That the requirements for the Minor in Social Justice be changed in accordance with the program/course change forms.^

**MOTION 2:** That the Minor in Social Justice be renamed Minor in Social Justice *Studies*.

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Faculty of Arts, Humanities Science Coordinating Council.
- *See attached.*



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	MINOR IN SOCIAL JUSTICE
DEPARTMENT(S)/SCHOOL(S):	FAHSS
FACULTY(IES):	ARTS, HUMANITIES, AND SOCIAL SCIENCES

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Spring 2022
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#### A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Minor in Social Justice **Studies**

Total Courses: 6

Requirements: ~~SJST-1000 and SJST-3000, plus any 4 courses listed under the Social Justice Honours Degree as follows: INCS-2350, DRAM-3780, DRAM-4710, ENGL-1005, ENGL-2320, ENGL-3330, VSAR-2850, PHIL-2270, PHIL-2360, PHIL-3230, CMAF-2250, CMAF-3700, HIST-2510/53-200, HIST-3490, HIST-3620, POLS-2110, POLS-2410, PSYC-2400, PSYC-3340, PSYC-4400, PSYC-4450, SWRK-1170, SWRK-2100, SACR-3750, WGST-2600, WGST-3530, WGST-4100, WORK-1000, WORK-2000, KINE-4050.~~

**Requirements: six Social Justice Studies (SJST-) or Social Justice Emphasis courses, including SJST-1000 and at least two courses at the 2000-, 3000-, or 4000-level; no more than three courses may be Social Justice Emphasis.**

**Social Justice Emphasis Courses:**

**CMAF-2250, CMAF-3700**

**PHIL-2270, PHIL/WGST-2360, PHIL-3230/POLS-3620, PHIL-3290, PHIL-3300**

**POLS-1709, POLS/WGST-2110, POLS-2300**

**PSYC-2400, PSYC-4400, PSYC-4450**

**WGST/SACR-2100, WGST-2200, WGST/HIST-2510, WGST/SACR-3530**

**WORK-1000, WORK-2000, WORK/WGST-2400, WORK/WGST-2600**

**Courses offered within the Walls to Bridges program under section code "75".**

**Various areas of study from time to time offer courses dealing specifically with social justice issues under specific course titles or general titles such as, "Special Topics", "Directed Readings", or "Seminars". Information regarding such courses will be available from a program advisor in Women's and Gender Studies and they may be taken with permission of the program.**

\*NB: Students are responsible for ensuring that they have the required pre-requisites for enrolment in the above list of courses.

#### A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

#### B. RATIONALE

*Please provide a rationale for the proposed change(s).*

To streamline the requirements to align with the current state of the discipline and to remove courses that are no longer offered.

#### B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).*

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

All Social Justice Studies courses apply an intersectional social justice analysis to the subject matter under study. Inclusive to this analysis is an examination of the ways in which social and political identities overlap and intersect to create diverse experiences for members of specific racial and ethnic populations, including Indigenous populations.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

The SJST courses are delivered by existing full-time and part-time faculty with expertise in the subject areas under Women's and Gender Studies. The Social Justice Emphasis courses are taught in other units per their staffing expertise and availability.

#### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

The SJST courses are delivered by existing full-time and part-time faculty with expertise in the subject areas under Women's and Gender Studies. The Social Justice Emphasis courses are taught in other units per their staffing expertise and availability.

#### C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

#### C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

#### C.2 Other Available Resources (Ministry sections 3 and 4)

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

N/A

#### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, Provide relevant details.*

There are no resource implications for this revision.

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

There are no new courses attached to this revision.

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

There are no anticipated reallocation of resources for this revision.

#### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

**PROGRAM DEVELOPMENT COMMITTEE  
MINOR PROGRAM CHANGES  
FORM C**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

**C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

**University of Windsor  
Program Development Committee**

\*5.6:      **Minor in Indigenous Studies – Minor Program Change (Form C)**

Item for:   **Approval**

**MOTION:**   **That the requirements for the Minor in Indigenous Studies be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Faculty of Arts, Humanities Science Coordinating Council.
- *See attached.*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	Minor in Indigenous Studies
<b>DEPARTMENT(S)/SCHOOL(S):</b>	
<b>FACULTY(IES):</b>	FAHSS

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2022
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#### A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.*

*Example:*

Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or 4000-level**.

#### Minor in Indigenous Studies

Total Courses: 6 courses

- a) GART/SOSC-1210. An Introduction into Indigenous Topics
- b) two Social Sciences courses: HIST-2460, HIST-2470, **POLS-2000, POLS-3000, POLS-4000**
- c) three Arts and Humanities courses from: ENGL-2320, ENGL-3330\*, PHIL-2300, PHIL-4260

\*May be repeated for credit if the topics are different.

#### A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

#### B. RATIONALE

*Please provide a rationale for the proposed change(s).*

Three new Indigenous courses (POLS 2000. Indigenous Policy and Constitutional Relationships, POLS-3000. Indigenous Treaties and Land Claims and POLS-4000. Indigenous Nation-Building: Traditional Governance in a Modern Era) are being added to the Minor in Indigenous Studies as options for students. These classes are foundational in the understanding of Nation-to-Nation relationships and how the current interations are grounded in colonization and associated policies and practices.

#### B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a*

# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

These courses were designed by an Indigenous scholar whose areas of specialization academically and through experience working as a bureaucrat in Indigenous (Métis) governance are in the above-mentioned courses surrounding Indigenous policy, Indigenous land claims and treaties, and governance. The scholar holds a certificate in Indigenous Governance and Politics from the University of Saskatchewan, an MA in treaties and land claims, and a Ph.D. in Indigenous policy and institutions.

#### C. RESOURCES

##### C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

There are sufficient resources to support the revised Minor in Indigenous Studies

##### C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

N/A

##### C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM C

#### C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

#### C.2 Other Available Resources (Ministry sections 3 and 4)

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

N/A

#### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example:*

- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

N/A

#### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/A

#### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

N/A

#### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

*If not applicable, write n/a.*

<b>Faculty:</b>	N/A
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A



# PROGRAM DEVELOPMENT COMMITTEE

## MINOR PROGRAM CHANGES

### FORM C

#### C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

**University of Windsor  
Program Development Committee**

**\*5.7        Law – Minor Program Change (Form C)**

Item for:    **Approval**

**MOTION:**    **That the Minor in Indigenous Legal Orders be approved.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Law.
- *See attached.*

<b>TITLE OF PROGRAM(S)/CERTIFICATE(S):</b>	<b>Specialization in Indigenous Legal Orders</b>
<b>DEPARTMENT(S)/SCHOOL(S):</b>	<b>Law</b>
<b>FACULTY(IES):</b>	<b>Law</b>

<b>Proposed change(s) effective as of*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2022
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## A.1 PROGRAM REQUIREMENT CHANGES

*Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.*

### Minor in Indigenous Legal Orders

Requirements: Successful completion, with a minimum of 60%, of the 1L mandatory Indigenous Legal Orders course and at least five upper-year courses from a menu of courses, including those listed below, as well as courses approved by the Associate Dean (Academic) as meeting the criteria of having predominant Indigenous content and taught by an Indigenous Scholar or Elder:

LAWG-5923. Aboriginal Law in Society  
LAWG-5823. First Nations Women and the Law  
LAWG-5995. Anishinaabe Law Camp  
LAWG-5839. Indigenous Peoples, Art and Human Rights  
LAWG-5998. Aboriginal Moot (Kawaskimhon)  
LAWG-5831. Child Protection/Indigenous Child Welfare  
LAWG-5835. Reconciliation and the Residential School Legacy

## A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/a

## B. RATIONALE

*Please provide a rationale for the proposed change(s).*

The Faculty of Law has committed to implement the Truth and Reconciliation Commission Report's Recommendations 27 and 28. As part of that commitment, we wish to create a Minor specializing in Indigenous Legal Orders. Students who successfully complete the mandatory Indigenous Legal Orders course plus five courses from a menu of courses or that meet the criteria will receive a notation of the Minor on their transcript.

## **B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In revising this program(s), how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

The Minor is specifically in courses with predominantly Indigenous content or perspectives. All of the courses that qualify for the Minor will be taught by Indigenous scholars or elders.

## **C. RESOURCES**

### **C.1 Available Faculty Expertise and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)**

*Describe, in general terms, all faculty expertise and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s). Please do not name specific individuals.*

The Faculty of Law currently has three tenured or tenure-track Indigenous faculty members. There is also an Indigenous Legal Studies Coordinator and an Elder-in-Residence. Land-based teaching is coordinated by the Faculty or sessionals.

#### **C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.*

A number of Indigenous sessional instructors are employed annually to teach the mandatory first year Indigenous Legal Orders course and upper year courses in Indigenous topics as well as Aboriginal Law.

#### **C.1.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

#### **C.1.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

### **C.2 Other Available Resources (Ministry sections 3 and 4)**

*Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example: staff support, library, teaching and learning support, student support services, space, equipment, facilities, GA/TA*

In addition to tenured/TT faculty, the Elder-in-Residence, the Indigenous Legal Studies Coordinator and the sessional instructors hired every year to teach the mandatory first-year Indigenous Legal Orders course, the faculty building renovation is designed with Indigenous teaching methods in mind (eg: rooms where smudging can take place, and with circular seating arrangements).

### C.3 Resource Implications for Other Campus Units (Ministry sections 3 and 4)

*Describe the reliance of the proposed program revisions on existing resources from other campus units, including for example: existing courses, equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, Provide relevant details.*

The Minor will be based on courses offered at the Law School only. All but one of the courses already exists. The Anishinabe Camp typically occurs offsite. This is coordinated by the Professor in charge of the course. This approach is based on land-based teaching and community-embedded pedagogies.

### C.4 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; Ministry section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

No additional resources are needed.

### C.5 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; Ministry section 4)

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revisions to this program. (e.g., streamlining existing programs and courses, deleting courses, etc.).*

There are no additional costs associated with the creation of the Minor as it is based on existing courses and resources. Students will be required to apply for this Minor. An audit of a student's courses will be needed to ensure compliance with the terms of the Minor and will be completed by the Academic Coordinator.

### C.6 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	There are three tenured or tenure-track Indigenous professors on faculty and several Indigenous instructors who teach in the program currently.
<b>Staff:</b>	The law school works with an Elder in Residence and also has an Indigenous Legal Studies Coordinator.
<b>GA/TAs:</b>	n/a

#### C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<b>Library Resources and Services:</b>	The program does not require further library resources. The library has already included TRC related books and other resources in its collection and will continue doing so.
<b>Teaching and Learning Support:</b>	No additional supports required.
<b>Student Support Services:</b>	No additional supports required.
<b>Space and Facilities:</b>	No additional supports required (see above regarding renovated building).
<b>Equipment (and Maintenance):</b>	No additional supports required.

**University of Windsor  
Program Development Committee**

\*5.8: **Communication, Media and Film - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Communication, Media and Film**

**Form History** (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

**INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.**

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:**

I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)

OR

II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**

OR

III. IT HAS BEEN **5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE** (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

**Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes**

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Dept. of Communication, Media & Film	Dr. Johanna Frank	December 3, 2021	x	
School of Dramatic Art	Dr. Tina Pugliese and Chair of BFA Subcommittee, Lionel Walsh	November 22, 2021	x	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made.  
Include the effective date\* [Fall, Winter, Spring, 20XX].  
\*(subject to timely and clear submission)  
These changes require no new resources.

Undergraduate  
Calendar  
(As soon as possible)

**A. Proposed Course Calendar Revisions**

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar ([www.uwindsor.ca/secretariat/calendars](http://www.uwindsor.ca/secretariat/calendars)) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.

**Example: CHEM-1001. University Senates — Role and Power** This course explores the history, role, and power of Senates in Canadian universities. (Also offered as BIOC 1001.) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

## COMMUNICATION, MEDIA & FILM CALENDAR

### **CMAF-2100. Speech Communication to Inform**

~~A beginning course designed to help the student to develop poise and confidence in communicating information. (2 lecture hours and 1 laboratory hour per week.) (Not available on an Audit basis.) (Prerequisite: CMAF-1010.) (Also offered as DRAM-2100.)~~

## SCHOOL OF DRAMATIC ART CALENDAR

### **DRAM-2100. Speech Communication to Inform**

~~A beginning course designed to help the student to develop poise and confidence in communicating information. (2 lecture hours and 1 laboratory hour per week.) (Not available on an Audit basis.) (Prerequisite: CMAF-1010.) (Also offered as CMAF-2100.)~~

*[To clarify: This deletes the CMAF- cross-listing, but the course will remain in the calendar as DRAM-2100]*

### **A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).*

*In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

- What **process** has your department/Faculty used to consider Indigenization?*
- **How** have you considered the importance or relevance to the course/program?*
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- What have other similar courses/programs done that might be relevant to your course/program?*
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

CMF statement: While individual Communication, Media & Film faculty have supported efforts to increase Indigenous content and utilize our courses to critically deconstruct how settler colonialism is pervasive in media content and institutions, this fall the department embarked on a more thorough and intentional collective process.

The department's Undergraduate Committee is currently surveying faculty to locate where First Nations, Métis, or Inuit content/perspectives are currently being taught, and to consider where and how this can be significantly improved in our undergraduate curriculum. Simultaneously, we are researching how other Canadian Communication/Media Studies programs are working to Indigenize. Once we have assembled this information, we plan to meet with CTL to consider revisions to course descriptions, course-level learning outcomes, and program-level learning outcomes.

Call #86 of the Truth and Reconciliation Commission states: "We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations." As a media program, we will respond to this call to action.

However, this PDC Form E, concerning the removal of a cross-list, is unrelated to the above-described efforts.

School of Dramatic Art statement:

All students in the School of Dramatic Art are exposed to the contributions of Indigenous performers, directors, designers, playwrights, authors, scholars, and theatre companies through various courses in the curriculum. Course content also includes discussion of cultural appropriation vs. cultural appreciation. In addition, students in studio-based courses are encouraged to investigate Indigenous artists and scholars for class assignments. Finally, students are provided a link to the Playwrights Canada Press (PCP) website (<https://www.playwrightscanadapress.comSubjects>) under the Resources section of the School's website and on course outlines the PCP website contains a dedicated link listing the plays of First Nations and Metis playwrights. Many of these titles are available on the Drama Online website free of charge (<http://led.uwindsor.ca/drama>) or in print or e-book versions through the Leddy Library: [https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON\\_UW/74r0r0/alma99882920702181](https://uwindsor.primo.exlibrisgroup.com/permalink/01UTON_UW/74r0r0/alma99882920702181). New plays are added to this resource on an annual basis.

## A.2 Experiential Learning Categories

*Does the proposed course revision include the addition or deletion of an experiential learning component? For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>*

X **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (for visual and performing arts)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>



interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

## B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.**

**COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION “A” ABOVE.	
<b>COURSE NUMBER AND TITLE:</b>	CMAF/DRAM-2100 Speech Communication To Inform
<b>SELECT ONE OF THE FOLLOWING:</b>	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )	____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<b>X</b> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <b>April 29, 2019</b> (check CUMA database at: <a href="https://ctl2.uwindsor.ca/cuma/public/">https://ctl2.uwindsor.ca/cuma/public/</a> )

**University of Windsor  
Program Development Committee**

**\*5.9            Social Work - Learning Outcomes**

**Item for:        Information**

This package includes the following course learning outcomes:

- SWRK-1170. Meeting Human Needs through Social Welfare
- SWRK-1180. Meeting Human Needs through Social Work
- SWRK-2100. Social Work and Diversity
- SWRK-3360. Theory and Practice of Social Work with Individuals
- SWRK-3370. Theory and Practice of Social Work with Small Groups
- SWRK-4230. Social Policy and Social Welfare

**SWRK-1170. Meeting Human Needs through Social Welfare**

Formerly known as: 47-117

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>A.1. Describe the Canadian social welfare system including:</p> <ul style="list-style-type: none"><li>• The philosophical, historical, and political underpinnings of Canada's "safety net" of social services.</li><li>• Unmet social welfare needs, gaps, and dilemmas.</li><li>• Manifest and latent consequences of social services policies and their impact on vulnerable populations.</li></ul> <p>A.2. Identify social inequalities that many diverse groups face, with particular focus on Indigenous, Francophone, and Black individuals and communities</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Appraise the impact of urbanization and information technology, rural environments, and social and cultural diversity on the development of services.</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
<p>Apply social work values and ethics to the development, implementation, and evaluation of social services</p> <hr/> <p>Advocate for an accessible, barrier-free, caring and just society.</p> <hr/> <p>Identify value dilemmas created by the social welfare and social services system and their effect on social work practice, policy development and research.</p> <hr/>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>

	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Identify personal values regarding oppression and services accessibility for vulnerable and marginalized populations.	<b>I.</b> the ability and desire for continuous learning

**SWRK-1180. Meeting Human Needs through Social Work**

Formerly known as: 47-118

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>A.1. Describe foundational principles of social work perspectives including:</p> <ul style="list-style-type: none"><li>• Ecological, systems, strengths, feminist, anti-oppressive practices.</li><li>• Problem-solving processes.</li><li>• Various social work roles.</li><li>• Client-centred services to promote the worth, dignity, independence, and empowerment of the client.</li><li>• Human behaviour/development, social environment, diversity, and marginalized/oppressed populations.</li></ul> <p>A.2. Describe the ways in which social work practice may create barriers for people, with particular focus on Indigenous, Francophone, and Black individuals and communities.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain historical beginnings of social work practice and profession and how these have shaped the values, beliefs and practices of contemporary social work.</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
<p>Explain the unique purpose, mission, mandate, and values expected of professional social work practitioners working with vulnerable, oppressed and/or marginalized populations including Indigenous, Francophone, and Black individuals and communities)</p> <hr/> <p>Identify ethical dilemmas, ethical decision-making, and basic</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>

premises of ethical practice grounded in the Canadian Social Work Code of Ethics.	
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
<p>Identify ethical dilemmas, ethical decision-making, and basic premises of ethical practice grounded in the Canadian Social Work Code of Ethics.</p> <hr/> <p>Employ social work ethics and values in decision making.</p>	<b>I.</b> the ability and desire for continuous learning

**SWRK-2100. Social Work and Diversity**

Formerly known as: 47-210

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe characteristics of human difference, including culture, ethnicity, gender, sexual-orientation, disability, oppression, prejudice, stereotyping, multiethnic value systems, and patterns of inter-group conflict. <hr/>	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Appraise limitations that role, prejudice, bias, and stereotyping place on personal and professional relationships. <hr/> Employ anti-oppressive social work practice methods in the helping relationship including communication and problem-solving methods that recognize diverse human differences, reduce inter-group conflict, and advance social justice. (Also relevant to F) <hr/> Demonstrate awareness of one's own identities and how they may contribute to inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone and Black individuals and communities.	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills

<p>Explain the ethical principles and standards of the social work profession and anti-oppressive social work practice.</p> <hr/> <p>Employ cultural respectfulness and responsiveness in personal and professional dealings with others by valuing human differences related to beliefs, experiences, or personal characteristics.</p> <hr/> <p>Differentiate between personal values and beliefs and professional ethics and responsibilities and identify the primacy of professional ethics and responsibilities.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>



**SWRK-3360. Theory and Practice of Social Work with Individuals**

Formerly known as: 47-336

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<p>A.1. Explain foundational principles of generalist social work practice including:</p> <ul style="list-style-type: none"><li>• ecological assessment and intervention</li><li>• human behavior and development differential needs of oppressed and diverse populations, with particular attention to Indigenous, Francophone, and Black individuals and communities.</li><li>• strengths-base problem solving</li></ul> <p>A.2. Identify and describe the contributions of Indigenous-informed approaches to social work practice with individuals</p> <hr/> <p>A.3. Describe the generalist model of social work practice including engagement, data collection, assessment, goal-setting and contracting, intervention, evaluation, termination.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify and demonstrate social work practice with individuals that reflects a commitment to resist inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone, and Black individuals and communities)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>D. Articulate the challenges experienced by racial and linguistic minorities and identify strategies to address these challenges</p>	<p><b>D.</b> literacy and numeracy skills</p>

<p>Advocate for social work values including:</p> <ul style="list-style-type: none"> <li>• client self-determination</li> <li>• respect for the dignity and worth of all persons</li> <li>• pursuit of social justice and empowerment</li> <li>• confidentiality</li> <li>• professional integrity and competence</li> </ul> <hr/> <p>Demonstrate interviewing and generalist model practice skills, including client engagement, assessment, goal-setting, intervention, and practice evaluation consistent with entry level practice expectations.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
<p>Analyze the impact of the social worker's personal and professional experiences when working with clients, especially Indigenous, Francophone, and Black individuals and communities)</p>	<p><b>I.</b> the ability and desire for continuous learning</p>

**SWRK-3370. Theory and Practice of Social Work with Small Groups**

Formerly known as: 47-337

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
A.1. Describe principles of generalist practice with groups including: <ul style="list-style-type: none"><li>• Elements of assessment relevant to group dynamics</li><li>Differential use of interventions appropriate to group experiential tasks</li><li>• Group dynamics and their effects on group members and oneself</li></ul> <hr/>	<b>A.</b> the acquisition, application and integration of knowledge
A.2. Identify and describe the contributions of Indigenous-informed approaches to social work practice with groups	
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and demonstrate social work practice with small groups that reflects a commitment to resist inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone and Black individuals and communities	<b>C.</b> critical thinking and problem-solving skills
Articulate the challenges of racial and linguistic minorities and identify strategies to surmount these	<b>D.</b> literacy and numeracy skills
Employ social work values in the professional use of self. <hr/>	<b>E.</b> responsible behaviour to self, others and society
Demonstrate the generalist model of social work practice with small groups including effective group communication skills, intervention methods, and practice evaluation.	<b>F.</b> interpersonal and communications skills
Recognize the role of a member of a small group.	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**SWRK-4230. Social Policy and Social Welfare**

Formerly known as: 47-423

**Learning Outcomes**

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
A.1. Describe how social policy and individual and societal values and attitudes affect the development and delivery of social services for vulnerable populations within the general practice framework.	<b>A.</b> the acquisition, application and integration of knowledge
A.2. Analyze Canadian issues of social policy and welfare from linguistic, racial and cultural minority perspectives, including Indigenous, Francophone, and Black individuals and communities.	
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Illustrate and interpret the impact of policy on the development and delivery of social welfare programs and services for vulnerable populations.  Apply a generic analytical paradigm to analysis of social welfare programs and services as a means of identifying gaps in services and identifying the value premises implicit in programs and services for vulnerable populations.	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Identify conflicting value systems, and barriers, gaps, or deficiencies in social policy, programs, and services that impact vulnerable individuals, families, and communities.	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**University of Windsor  
Program Development Committee**

**\*5.10            Economics - Learning Outcomes**

**Item for:        Information**

This package includes the following course learning outcomes:

ECON 1100. Introduction to Economics I  
 ECON 1110. Introduction to Economics II  
 ECON 2120. Intermediate Statistical Method  
 ECON 2220. Intermediate Microeconomics II  
 ECON 2310. Intermediate Macroeconomics I  
 ECON 2320. Intermediate Macroeconomics II  
 ECON 2660. Selected Issues in Economics  
 ECON 3100. Environmental and Resource Economics  
 ECON 3130. Introduction to Econometric Methods I  
 ECON 3350. Money and Banking  
 ECON 3410. Economic Growth and Development Theory  
 ECON 3500. Labour Theory  
 ECON 3530. Labour Institutions  
 ECON 3730. International Economics: Trade Theory and Policy  
 ECON 3740. International Economics: Exchange Rates and Balance of Payments  
 ECON 3800. Game Theory  
 ECON 3850. Public Sector Economics: Expenditure  
 ECON 4060. Mathematical Economics II  
 ECON 4070. Senior Research Workshop  
 ECON 4140. Introduction to Econometric Methods II  
 ECON 4230. Advanced Microeconomics I  
 ECON 4240. Advanced Microeconomics II  
 ECON 4300. Economics Analysis of Law  
 ECON 4330. Advanced Macroeconomics I  
 ECON 4340. Advanced Macroeconomics II  
 ECON 4600. Cost-Benefit Analysis  
 ECON 4860. Public Sector Economics: Finance  
 ECON 4990. Selected Topics in Economics  
 BA Honours in Economics ( Course to Program Outcomes Map)  
 BA in Economics (General) Courses to Program Outcomes Map)  
 BSc Honours in Economics (Courses to program Outcomes Map)

## ECON 1100. Introduction to Economics I

Formerly known as: 0341-110

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Explain microeconomic concepts, problems and solutions. (Also applies to F.)	<b>A.</b> the acquisition, application and integration of knowledge
Solve simple algebraic microeconomic models. (Also applies to I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems involving consumer and firm behaviour in markets.	<b>C.</b> critical thinking and problem-solving skills
Explain the measurement of microeconomic data across borders and over time.	<b>D.</b> literacy and numeracy skills
Explain how economic problems and solutions can affect different members of society in different ways. (Also applies to I.)	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Use multiple approaches to solve simple microeconomic models. (Also applies to C.)	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

## ECON 1110. Introduction to Economics II

Formerly known as: 0341-111

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Explain macroeconomic concepts, problems and solutions.	<b>A.</b> the acquisition, application and integration of knowledge
Explain the historical evolution of Canadian macroeconomic data.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve simple macroeconomic models. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Explain how macroeconomic data are measured.	<b>D.</b> literacy and numeracy skills
Explain how macroeconomic problems and solution can affect different members of society in different ways.	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Use multiple approaches to solve simple macroeconomic models. (Also applies to C.)	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**ECON 2120. Intermediate Statistical Methods**

Formerly known as: 0341-212

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Integrate knowledge of intermediate-level economics with statistics in order to estimate economic models. (Also applies to D, I.)	<b>A.</b> the acquisition, application and integration of knowledge
Define economic problems in terms of statistical models, collect the data, estimate the models and evaluate the results.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically evaluate economic problems using knowledge of statistics and economics. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Analyze estimated models and discuss their implications. (Also applies to E, F.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Apply statistical methods to problems in various areas of economics. (Also applies to C, D, I.)	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning



## ECON 2220. Intermediate Microeconomics II

Formerly known as: 0341-222

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Explain monopoly and monopsony power, monopolistic competition, oligopoly, factor markets, general equilibrium, economic efficiency, the role of game theory in microeconomic analysis, the impacts of asymmetric information and the treatment of externalities and public goods.	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze and appraise imperfectly competitive markets critically.	<b>C.</b> critical thinking and problem-solving skills
Use multiple approaches to solve microeconomic problems requiring basic mathematical skills. (Also applies to H, I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 2310. Intermediate Macroeconomics I

Formerly known as: 03-41-231

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain various economic theories of business cycles and government policies.	<b>A.</b> the acquisition, application and integration of knowledge
Explain the impacts of various government policies on the economy. (Also applies to E.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze current macroeconomic issues as presented in newspaper articles.	<b>C.</b> critical thinking and problem-solving skills
Discuss and formulate economic policy recommendations. (Also applies to F, G, I.) <hr/> Explain the role of governments and central banks in the economy. (Also applies to E.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 2320. Intermediate Macroeconomics II

Formerly known as: 0341-232

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain: • different economic theories of growth, • the role of expectations and government policies in the short run and the long run, • the effects of various policies on the economy.  Define and explain various economic pathologies including recession, depression and hyperinflation	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.  (Also applies to I.)  Discuss, formulate, and evaluate economic policy recommendations.  (Also applies to F, G, H, I.)	<b>C.</b> critical thinking and problem-solving skills
Create and solve simple economic growth models. (Also applies to C, H.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 2660. Selected Issues in Economics

Formerly known as: 0341-266

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Discuss the impacts of government intervention in markets regarding the various forms of economic efficiency and equity. (Also applies to E.)	<b>A.</b> the acquisition, application and integration of knowledge
Investigate current incidences of intervention.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess critically past and present economic policies and solve related problems. (Also applies to H, I.)	<b>C.</b> critical thinking and problem-solving skills
Solve simple algebraic models and manipulate data. (Also applies to I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

## ECON 3100. Environmental and Resource Economics

Formerly known as: 0341-310

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe the costs and benefits of environmental policies and actions, markets for renewable and non-renewable resources, common property resources and the economics of land use. (Also applies to E, G.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve and evaluate data concerning resource markets. (Also applies to C.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze and appraise environmental policies. (Also applies to E, G.) <hr/> Solve problems related to the markets for renewable and non-renewable resources. (Also applies to E, H.)	<b>C.</b> critical thinking and problem-solving skills
Measure environmental costs and benefits and manipulate resource market data. (Also applies to E, G.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

**ECON 3130. Introduction to Econometric Methods I**

Formerly known as: 0341-313

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Analyze economic data including linear regression estimation, forecasting and hypotheses testing on economic theories – using statistical and econometric methods. (Also applies to D.)	<b>A.</b> the acquisition, application and integration of knowledge
Locate and recognize contexts and circumstances where econometric problems may occur and describe suitable econometric methods to deal with them in accordance with economic theory. (Also applies to C, G, H, I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Criticize the adequacy and the accuracy of the suggested economic as well as econometric models in applied works using statistical and econometric knowledge. (Also applies to E, G.)	<b>C.</b> critical thinking and problem-solving skills
Analyze introductory econometric methods and apply them to real data. (Also applies to I.)	<b>D.</b> literacy and numeracy skills
Communicate econometric findings. <hr/> Regularly read business/economics sections of newspapers and accessible general economics journals to stay informed. After the reading, formulate the relevant issue as an econometrics problem and propose estimation procedure. Discuss possible sources of data for this estimation. (Also applies to H.)	<b>E.</b> responsible behaviour to self, others and society
Work with colleagues to evaluate and solve econometric problems that might be raised in economic theory. (Also applies to C, D, G, H.)	<b>F.</b> interpersonal and communications skills
Work independently and effectively in teams to solve econometric problems.	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Monitor and identify advances in econometric methods to solve problems.	<b>I.</b> the ability and desire for continuous learning

**ECON 3350. Money and Banking**

Formerly known as: 0341-335

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Integrate knowledge of intermediate-level economics with specific models and state and analyze various phenomena that arise in the economics of financial markets and monetary economics. (Also applies to C, D.)	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
State economic problems and apply relevant concepts, theories, and mathematical techniques solve them (also relevant to D). (Also applies to B, D, I.)  Incorporate the presence of asymmetric information into models.	<b>C.</b> critical thinking and problem-solving skills
Identify the presence of uncertainty and asymmetric information in a given economic situation and construct a model and to use simple tools of calculus and probability theory in order to solve the model.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course. (Also applies to E.)	<b>I.</b> the ability and desire for continuous learning

## ECON 3410. Economic Growth and Development Theory

Formerly known as: 0341-341

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Integrate knowledge of intermediate-level economics with specific models and to state, solve and analyze various phenomena that arise in economic growth and long-run economic development. (Also applies to C, D.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve, graph, and interpret data from major international and governmental organizations (Also applies to D.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Identify an economic problem and apply tools of dynamic optimization to solve applied problems (also relevant to D). (Also applies to D.)  Relate economic models to real-world situations.	<b>C.</b> critical thinking and problem-solving skills
Discuss the differences and similarities of discrete and continuous time frameworks.  Calculate the steady state of a model.  Solve simple difference equations. (Also applies to I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
Work as a team member to gather information on a specific country/area, and analyze and report on this information using specific models.	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation



Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	I. the ability and desire for continuous learning
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**ECON 3500. Labour Theory**

Formerly known as: 0341-350

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Apply knowledge of intermediate microeconomics to problems in labour economics.	<b>A.</b> the acquisition, application and integration of knowledge
Define economic problems in terms of economic theory and evaluate economic policy. (Also applies to E, G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically analyze labour market policies. (Also applies to E, G, I.)	<b>C.</b> critical thinking and problem-solving skills
Analyze basic theory and apply it to real world issues involving labour markets. (Also applies to I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
Work with others to solve problems and respond to general questions on public policy and economics. (Also applies to C, F.)	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

**ECON 3530. Labour Institutions**

Formerly known as: 0341-353

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain labour policies.  Apply concepts and theories of intermediate microeconomics to examine problems in labour institutions, unions and labour law.	<b>A.</b> the acquisition, application and integration of knowledge
Define economic problems in terms of economic theory and evaluate economic policy as it relates to labour institutions and organizations.  (Also applies to C, E, F.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically analyze labour market policies using knowledge of labour economics and structures.  (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Analyze and apply economic theory and labour policies to real world issues (also relevant to C).  (Also applies to C, I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Collaborate to solve problems and answer general questions on public policy and economics. (Also relevant to G.)  (Also applies to G.)	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

**ECON 3730. International Economics: Trade Theory and Policy**

Formerly known as: 0341-373

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Apply knowledge of intermediate-level economics to trade models.  State and analyze the key issues in the area of international trade and trade policy.  (Also applies to C.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve and evaluate data from a wide range of public data sources.  (Also applies to I.)  Graph and interpret the data from public data sources.  (Also applies to D, I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
State economic problems and apply relevant concepts, theories, and mathematical techniques solve them (also relevant to D)  (Also applies to D.)  Apply one of the five core theories (the gravity model, the Ricardian model, the Heckscher-Ohlin model, and the standard trade model, and the theory of imperfect competition) to international economics.  (Also applies to A.)  Analyze models and use simple tools of calculus to solve the models (also relevant to C).	<b>C.</b> critical thinking and problem-solving skills
Identify the source of comparative advantage in a given economic situation.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills

	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and magazines to stay informed. After the reading, formulate the relevant economic issue in terms of the theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 3740. International Economics: Exchange Rates and Balance of Payments

Formerly known as: 0341-374

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Apply macroeconomic principles to the analysis of the balance of payments and exchange rates.	<b>A.</b> the acquisition, application and integration of knowledge
Discuss and evaluate current economic issues regarding exchange rate, current account and balance of payments problems (also relevant to C). (Also applies to C, G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Discuss and evaluate the effectiveness of alternative exchange rate rules within the context of a small open economy. (Also applies to G, H.)	<b>C.</b> critical thinking and problem-solving skills
Discuss and formulate economic policy recommendations. (Also applies to G, H, I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**ECON 3800. Game Theory**

Formerly known as: 0341-380

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Explain the strategic nature of decision making and equilibrium concepts.	<b>A.</b> the acquisition, application and integration of knowledge
Apply equilibrium concepts to game-theoretic problems (also relevant to C). (Also applies to C.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Find equilibrium outcomes in many different games. (Also applies to H.)	<b>C.</b> critical thinking and problem-solving skills
Solve the problem mathematically and calculate equilibria numerically.	<b>D.</b> literacy and numeracy skills
Describe strategic choice problems in games and communicate associated equilibrium concepts of the games. (Also applies to F.)	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**ECON 3850. Public Sector Economics: Expenditure**

Formerly known as: 0341-385

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically discuss and evaluate the public choice literature, the optimal provision of public goods and other publicly provided goods and services.	<b>A.</b> the acquisition, application and integration of knowledge
Identify and interpret the relevant trade-offs when making public decisions.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems related to the impacts of public sector spending.	<b>C.</b> critical thinking and problem-solving skills
Determine the impacts of public choices on various groups. (Also applies to E.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Form an opinion based on facts on a public choice problem and present it succinctly in written and verbal forms.	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning



## ECON 4060. Mathematical Economics II

Formerly known as: 0341-406

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Apply mathematical tools to microeconomics, macroeconomics and other areas of economics (also relevant to D). (Also applies to D, I.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve, review, and evaluate literature from economics journals. (Also applies to I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems and use constrained optimization models to analyze consumer choice problem and firm's optimal input and output decisions, principal-agent problem, optimal growth, and over-lapping generation models (also relevant to D). (Also applies to D.)	<b>C.</b> critical thinking and problem-solving skills
Solve problems arising from microeconomic theory and macroeconomic theory (also relevant to C). (Also applies to C, I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Identify and relate the power and simplicity of the fixed-point theorems in general equilibrium theory and game theory to a wide range of other applications.	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**ECON 4070. Senior Research Workshop**

Formerly known as: 03-41-407

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Specify real data counterparts to variables used in theoretical economic models.	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve data from a wide range of public data sources.  Provide descriptive analyses of the data.  Conduct formal hypothesis tests.  Perform literature reviews.  (Also applies to I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Formulate and conduct empirical tests of theoretical economic models using standard data sources.	<b>C.</b> critical thinking and problem-solving skills
Retrieve, organize and interpret a range of economic data on both descriptive and analytical levels.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Communicate the research process and results using oral, written, numeric, and visual formats.  (Also applies to B, D.)	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Explain gaps in a specific area of economics literature and propose ideas of how these can be addressed in the future.	<b>I.</b> the ability and desire for continuous learning

**ECON 4140. Introduction to Econometric Methods II**

Formerly known as: 0341-414

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Analyze economic data that might be characterized with more complex data generating processes.	<b>A.</b> the acquisition, application and integration of knowledge
Locate and recognize contexts and circumstances where more complex econometric problems may occur. (Also applies to I.) <hr/> Describe suitable econometric methods in accordance with economic theory. (Also applies to G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically assess the adequacy and the accuracy of econometric models in applied works. (Also applies to E.)	<b>C.</b> critical thinking and problem-solving skills
Analyze introductory econometric methods and apply them to real data when reading theoretical and empirical papers.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Collaborate to identify, discuss and solve econometric problems raised in economic theory.	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read business/economics sections of newspapers and accessible general economics journals to stay informed. After the reading, formulate the relevant issue as an econometrics problem and propose estimation procedure. Discuss possible sources of data for this estimation.	<b>I.</b> the ability and desire for continuous learning

**ECON 4230. Advanced Microeconomics I**

Formerly known as: 0341-423

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically assess models that economists use to explain the behaviour of consumers and firms and use these models to study other areas of economics. (Also applies to C, I.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve, review and evaluate current literature. (Also applies to I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems and use models to analyze consumer choice problems and firms' optimal input and output decisions. <hr/> Analyze individuals' strategic decisions using basic game models.	<b>C.</b> critical thinking and problem-solving skills
Set up and solve basic consumer choice problems, profit maximization problems, and individuals' strategic decision problems.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Identify and relate the utility maximization model and the profit maximization hypothesis to a wide range of applications	<b>H.</b> creativity and aesthetic appreciation
Regularly read accessible articles in general economics journals to stay informed. After the reading, formulate the relevant economic issue in terms of the advanced theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

**ECON 4240. Advanced Microeconomics II**

Formerly known as: 0341-424

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Solve problems related to market power and market failures. (Also applies to C, D.)	<b>A.</b> the acquisition, application and integration of knowledge
	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze economic markets and link those to real-life cases, such as antitrust cases. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Model and analyze the impacts of market power on consumers and society.	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Propose a mathematical solution in a concise and formal manner.	<b>H.</b> creativity and aesthetic appreciation
Regularly read accessible articles in general economics journals to stay informed. After the reading, formulate the relevant economic issue in terms of the advanced theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 4300. Economics Analysis of Law

Formerly known as: 0341-430

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Apply microeconomic principles to the analysis of property, contract and tort law.	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve, read, and evaluate current literature. (Also applies to I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the effectiveness of alternative legal rules and sanctions within the context of property, contract and tort law. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Set up and solve elementary bargaining and game theory models.	<b>D.</b> literacy and numeracy skills
Explain the distinction between private costs and benefits and public costs and benefits associated with private actions.	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Explain the different ways a systems of property, contract, and tort laws influences a civil society.	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**ECON 4330. Advanced Macroeconomics I**

Formerly known as: 0341-433

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain economic theories of long-run growth and short-run business cycles.	<b>A.</b> the acquisition, application and integration of knowledge
Explain the tradeoffs involved with short- and long-run policies. (Also applies to E, G.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically discuss and evaluate articles in technical journals. (Also applies to F.)	<b>C.</b> critical thinking and problem-solving skills
Discuss and formulate economic policy recommendations. (Also applies to E, F.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read accessible articles in general economics journals to stay informed. After the reading, formulate the relevant economic issue in terms of the advanced theories studied in the course.	<b>I.</b> the ability and desire for continuous learning

## ECON 4340. Advanced Macroeconomics II

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain various economic theories and apply the relevant mathematical techniques. (Also applies to D.)	<b>A.</b> the acquisition, application and integration of knowledge
Set up models based on various time frameworks and employ the appropriate mathematical techniques. (Also applies to D, E.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Read technical journals and evaluate the limitations of models. (Also applies to E, I.)	<b>C.</b> critical thinking and problem-solving skills
Critically discuss and formulate potential extensions of models. (Also applies to E, G, I.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Regularly read accessible articles in general economics journals to stay informed. After the reading, formulate the relevant economic issue in terms of the advanced theories studied in the course.	<b>I.</b> the ability and desire for continuous learning



## ECON 4600. Cost-Benefit Analysis

Formerly known as: 0341-460

### Learning Outcomes

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Identify and explain the methods of economic analysis required for the evaluation of public sector projects.	<b>A.</b> the acquisition, application and integration of knowledge
Identify the costs and benefits of the project in question.  Find and retrieve relevant data and analyze it; draw policy conclusions.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the validity of arguments and perspectives as they pertain to public sector projects.	<b>C.</b> critical thinking and problem-solving skills
Solve problems requiring the calculation of costs and benefits of projects over time.  (Also applies to C, I.)	<b>D.</b> literacy and numeracy skills
Objectively identify 'winners' and 'losers' for proposed economic policies.  Recognize the importance of ethical behaviour expected of economic professionals."	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Apply the tools of cost-benefit analysis to future projects and policies.	<b>I.</b> the ability and desire for continuous learning

**ECON 4860. Public Sector Economics: Finance**

Formerly known as: 0341-486

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically discuss and evaluate the optimal taxation literature, user fees, government debt, fiscal policy and inter-governmental tax and transfer policies.	<b>A.</b> the acquisition, application and integration of knowledge
Access and evaluate government financial data. (Also applies to E, G, I.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems related to tax incidence. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Manipulate official data with respect to marginal tax rates and examine the impacts of taxation on the distribution of income using various measures.	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Access, review, and evaluate the public finance literature as it relates to taxation. (Also applies to B.)	<b>I.</b> the ability and desire for continuous learning

**ECON 4990. Selected Topics in Economics**

Formerly known as: 0341-499

**Learning Outcomes**

Last Updated: January 27, 2022

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Critically discuss economics material of special interest (also relevant to F). (Also applies to F.)	<b>A.</b> the acquisition, application and integration of knowledge
Retrieve, review, and evaluate information and data from the economics literature to solve problems	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically assess relevant economic literature. (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
Apply mathematical and econometric techniques to solve problems. (Also applies to C.)	<b>D.</b> literacy and numeracy skills
	<b>E.</b> responsible behaviour to self, others and society
Communicate research findings to a range of audiences using various formats (Also applies to H.)	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
Explain gaps in a specific area of economics literature and propose ideas of how these can be addressed in the future. (Also applies to F, H.)	<b>I.</b> the ability and desire for continuous learning

# Courses to Program Outcomes: BA Honours in Economics

Course	A PLO 1	A PLO 2	B PLO 3	B PLO 4	B PLO 5	C PLO 6	C PLO 7	C PLO 8	D PLO 9	D PLO 10	E PLO 11	F PLO 12	G PLO 13	H PLO 14	I PLO 15
ECON 1100	I						I	I	I	I	I				
ECON 1110	I						I	I	I	I	I				
ECON 2120		I	I	I	I	I	I		I	I				I	
STAT-2950		I	I	I	I	I	I		I						
ECON-2210	R						R		R	R	R				I
ECON 2220	R						R	R	R	R					
ECON 2310	R						R	R			R				
ECON 2320	R						R	R	R	R	R				R
ECON-3060	R						R	R	R						I
ECON 3130	R	R	R	R	R	R	R		R	R	R	I	I	I	R
ECON 4140		M	M		M	M	M	R	M	M		R		R	R
ECON 4230	M			R			R		R	R	R			R	R
ECON 4330	M			R		R		M	R	R				R	R
ECON 4070	M	M	M	M	M	M	M	M	M	M		M		M	M
MATH-1250		I							I						
MATH-1260		I							I						
MATH-1720									I						
MATH-1760									I						
STAT-2910		I							I						
STAT-2920		I							I						

## Legends

### Courses

ECON 1100	Introduction to Economics I
ECON 1110	Introduction to Economics II
ECON 2120	Intermediate Statistical Methods
STAT-2950	Introduction to Statistics
ECON-2210	Intermediate Microeconomics I
ECON 2220	Intermediate Microeconomics II
ECON 2310	Intermediate Macroeconomics I
ECON 2320	Intermediate Macroeconomics II
ECON-3060	Mathematical Economics I
ECON 3130	Introduction to Econometric Methods I


ECON 4140	Introduction to Econometric Methods II
ECON 4230	Advanced Microeconomics I
ECON 4330	Advanced Macroeconomics I
ECON 4070	Senior Research Workshop
MATH-1250	Linear Algebra I
MATH-1260	Vectors and Linear Algebra
MATH-1720	Differential Calculus
MATH-1760	Functions and Differential Calculus
STAT-2910	Statistics for the Sciences
STAT-2920	Introduction to Probability

### Program Learning Outcomes (PLOs)

PLO 1	Explain economic concepts, problems and solutions at a deeper level.
PLO 2	Integrate knowledge of economics with statistics in order to estimate economic models.
PLO 3	Describe suitable econometric methods to address real world economic problems.
PLO 4	Retrieve and evaluate data from a wide range of public data sources.
PLO 5	Use statistical packages in analyzing data.
PLO 6	Compare the impacts of assumptions on theoretical models and estimate their effects on its conclusions.
PLO 7	Apply economic analysis to everyday problems in real world situations.
PLO 8	Describe current economic events and evaluate specific policy proposals.
PLO 9	Solve economic problems using basic mathematical tools.
PLO 10	Organize and interpret a range of economic data on both descriptive and analytical levels.
PLO 11	Articulate the philosophical basis of economic problems as well as give appropriate remedies.
PLO 12	Convey technical information, ideas and arguments to target audiences clearly and persuasively in both written and spoken form.
PLO 13	Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
PLO 14	Formulate findings and recommendations on economic problems in a precise and concise manner.
PLO 15	Demonstrate independent and critical thinking that is required for continuing professional development.

### Cell Values

I	Introduction
R	Reinforcement
M	Mastery

<sup>A</sup> (superscript) assessments indicated

<sup>H</sup> (superscript) high-impact assessments indicated

### University Graduate Attributes

A	the acquisition, application and integration of knowledge
B	research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C	critical thinking and problem-solving skills
D	literacy and numeracy skills
E	responsible behaviour to self, others and society
F	interpersonal and communications skills
G	teamwork, and personal and group leadership skills
H	creativity and aesthetic appreciation
I	the ability and desire for continuous learning

### Courses to Program Outcomes: BA in Economics (General)

Course	A PLO 1	A PLO 2	B PLO 3	C PLO 4	C PLO 5	C PLO 6	D PLO 7	E PLO 8	F PLO 9	G PLO 10	H PLO 11	I PLO 12
ECON 1100	I				I	I	I	I				
ECON 1110	I				I	I	I	I				
ECON 2120		I	I	I	I		I				I	
ECON 2310	R				R	R		R				
ECON-2210	R				R		R	R				I
STAT-2910		I										
STAT-2920		I										

### Legends

#### Courses

ECON 1100	Introduction to Economics I
ECON 1110	Introduction to Economics II
ECON 2120	Intermediate Statistical Methods
ECON 2310	Intermediate Macroeconomics I
ECON-2210	Intermediate Microeconomics I
STAT-2910	Statistics for the Sciences
STAT-2920	Introduction to Probability

#### Program Learning Outcomes (PLOs)

PLO 1	Explain economic concepts, problems and solutions.
PLO 2	Integrate knowledge of economics with statistics in order to estimate economic models.
PLO 3	Retrieve and evaluate data from a wide range of public data sources.
PLO 4	Compare the impacts of different assumptions on a theoretical model and estimate their effects on its conclusions.
PLO 5	Apply economic analysis to everyday problems in real world situations.
PLO 6	Describe current economic events and evaluate specific policy proposals.
PLO 7	Organize and interpret a range of economic data on both descriptive and analytical levels.
PLO 8	Articulate the philosophical basis of economic problems as well as give appropriate remedies.
PLO 9	Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.
PLO 10	Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
PLO 11	Formulate findings and recommendations on economic problems in a precise and concise manner.
PLO 12	Demonstrate independent and critical thinking that is required for continuing professional development.

#### Cell Values

I	Introduction
R	Reinforcement
M	Mastery

■<sup>A</sup> (superscript) assessments indicated

■<sup>H</sup> (superscript) high-impact assessments indicated

#### **University Graduate Attributes**

- A the acquisition, application and integration of knowledge
- B research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- C critical thinking and problem-solving skills
- D literacy and numeracy skills
- E responsible behaviour to self, others and society
- F interpersonal and communications skills
- G teamwork, and personal and group leadership skills
- H creativity and aesthetic appreciation
- I the ability and desire for continuous learning

**Courses to Program Outcomes: BSc Honours in Economics**

Course	A PLO 1	A PLO 2	A PLO 3	B PLO 4	B PLO 5	B PLO 6	C PLO 7	C PLO 8	C PLO 9	D PLO 10	D PLO 11	E PLO 12	F PLO 13	G PLO 14	H PLO 15	I PLO 16
ECON 1100	I		I					I	I	I	I	I				
ECON 1110	I		I					I	I	I	I	I				
ECON 2120		I	I	I	I	I	I	I		I	I				I	
STAT-2950		I		I	I	I	I	I		I						
ECON-2210	R		R					R		R	R	R				I
ECON 2220	R		R					R	R	R	R					
ECON 2310	R							R	R			R				
ECON 2320	R		R					R	R	R	R	R				R
ECON-3060	R		R					R	R	R						I
ECON 3130	R	R	R	R	R	R	R	R		R	R	R	I	I	I	R
ECON 4140		M	M	M		M	M	M	R	M	M		R		R	R
ECON 4230	M		M		R		R	R		R	R	R			R	R
ECON 4330	M		R		R		R		M	R	R				R	R
ECON 4060	R	M	M				R	R		M						
ECON 4240	M	R	R				R			M	M	R			M	R
ECON 4340	M	M	M		R					M	M		R		M	M
COMP-1047						I										
MATH-1250		I	I							I						
MATH-1260		I	I							I						
MATH-1720			I							I						
MATH-1760			I							I						
MATH-1730			I							I						
MATH-1020			I							I						
STAT-2920		I								I						

**Legends**

**Courses**

ECON 1100	Introduction to Economics I
ECON 1110	Introduction to Economics II
ECON 2120	Intermediate Statistical Methods
STAT-2950	Introduction to Statistics
ECON-2210	Intermediate Microeconomics I



ECON 2220	Intermediate Microeconomics II
ECON 2310	Intermediate Macroeconomics I
ECON 2320	Intermediate Macroeconomics II
ECON-3060	Mathematical Economics I
ECON 3130	Introduction to Econometric Methods I
ECON 4140	Introduction to Econometric Methods II
ECON 4230	Advanced Microeconomics I
ECON 4330	Advanced Macroeconomics I
ECON 4060	Mathematical Economics II
ECON 4240	Advanced Microeconomics II
ECON 4340	Advanced Macroeconomics II
COMP-1047	Computer Concepts for End-Users
MATH-1250	Linear Algebra I
MATH-1260	Vectors and Linear Algebra
MATH-1720	Differential Calculus
MATH-1760	Functions and Differential Calculus
MATH-1730	Integral Calculus
MATH-1020	Mathematics Foundations
STAT-2920	Introduction to Probability

#### Program Learning Outcomes (PLOs)

PLO 1	Explain economic concepts, problems and solutions at a deeper level.
PLO 2	Integrate knowledge of economics with statistics in order to estimate economic models.
PLO 3	Demonstrate proficiency in analyzing economic models using calculus and algebra.
PLO 4	Describe suitable econometric methods to address real world economic problems.
PLO 5	Retrieve and evaluate data from a wide range of public data sources.
PLO 6	Use statistical packages in analyzing data.
PLO 7	Compare the impacts of assumptions on theoretical models and estimate their effects on its conclusions.
PLO 8	Apply economic analysis to everyday problems in real world situations.
PLO 9	Describe current economic events and evaluate specific policy proposals.
PLO 10	Solve economic problems using basic and advanced mathematical tools.
PLO 11	Organize and interpret a range of economic data on both descriptive and analytical levels.
PLO 12	Articulate the philosophical basis of economic problems as well as give the appropriate remedies.
PLO 13	Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.
PLO 14	Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
PLO 15	Formulate findings and recommendations on economic problems in a precise and concise manner.
PLO 16	Demonstrate independent and critical thinking that is required for continuing professional development.

#### Cell Values

I	Introduction
R	Reinforcement
M	Mastery

■<sup>A</sup> (superscript) assessments indicated

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#### **University Graduate Attributes**

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University of Windsor  
Program Development Committee

**\*5.11            Kinesiology (Graduate) - Learning Outcomes**

**Item for:        Information**

This package includes the following course learning outcome:

KINE-8260. Motor Control of Human Performance

**KINE-8260. Motor Control of Human Performance**

Formerly known as: 95-526

**Learning Outcomes**

Last Updated: February 09, 2018

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
Describe the perceptual, cognitive, and neurophysiological aspects of human motor control <hr/> Describe changes in the control of movement in various populations	<b>A.</b> the acquisition, application and integration of knowledge
Critically review literature and relate information to key issues in motor control and human performance. (also relevant to C and D) (Also applies to C, D.) <hr/> Retrieve, summarize, and evaluate research in the area of motor control and human performance (also relevant to D.)	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Contrast theoretical views of motor control and human performance. (Also relevant to D.) (Also applies to D.) <hr/> Demonstrate critical awareness of methodologies used in the study of motor control and human performance. <hr/> Apply fundamental knowledge of control and human performance to the understanding of functional movements in the home, workplace, and sporting environment. (also relevant to I) (Also applies to I.)	<b>C.</b> critical thinking and problem-solving skills
	<b>D.</b> literacy and numeracy skills
Adhere to accepted principles of academic integrity.	<b>E.</b> responsible behaviour to self, others and society
Communicate concepts related to motor control and human performance both verbally and in writing. (Also applies to G.)	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation

	I. the ability and desire for continuous learning
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